



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 10801270  
SAU: Jay School Department  
School: Jay Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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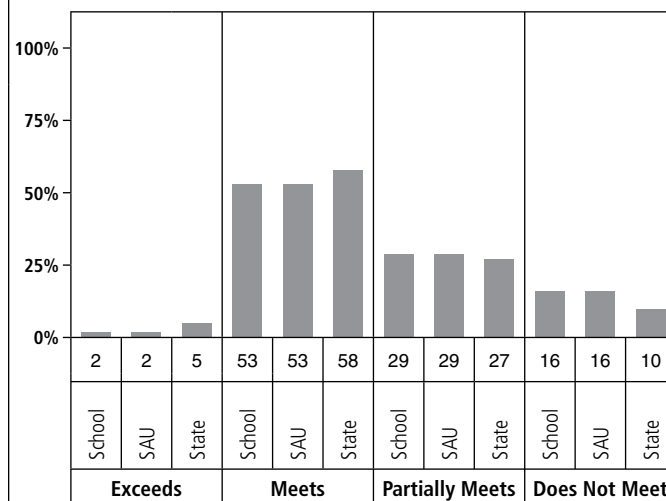
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: Jay School Department  
School: Jay Middle School

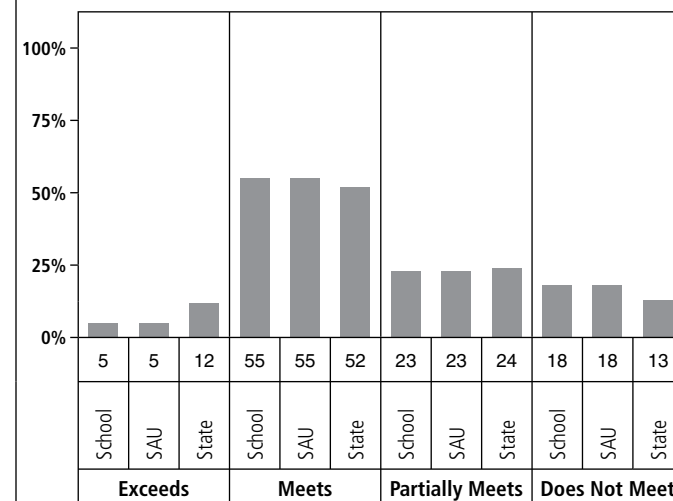
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	541	540	544
2006–2007	541	541	544
<b>2007–2008</b>	<b>541</b>	<b>541</b>	<b>545</b>
Cum. Avg. *	541	541	544
<b>Mathematics</b>			
2005–2006	533	532	543
2006–2007	541	541	546
<b>2007–2008</b>	<b>542</b>	<b>542</b>	<b>546</b>
Cum. Avg. *	539	539	545
<b>ELA – Writing</b>			
2005–2006	535	535	541
2006–2007	535	535	541
<b>2007–2008</b>	<b>535</b>	<b>535</b>	<b>538</b>
Cum. Avg. *	535	535	538

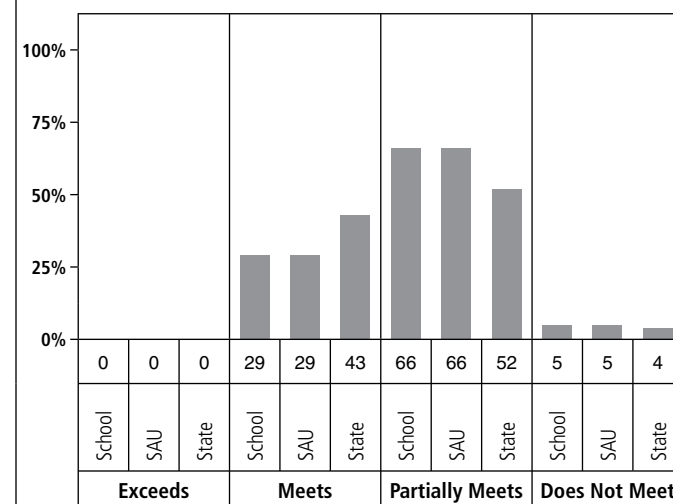
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 5  
 SAU: Jay School Department  
 School: Jay Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	62	100	62	100	14240	100	62	100	62	100	14157	100	62	100	62	100	14156	100					62	100
<b>Ethnicity</b> African American/Black	2	3	2	3	404	3	2	100	2	100	396	98	2	100	2	100	398	99					2	100
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99					0	0
Hispanic	1	2	1	2	178	1	1	100	1	100	170	97	1	100	1	100	174	99					1	100
Caucasian/White	59	95	59	95	13339	94	59	100	59	100	13274	100	59	100	59	100	13267	100					59	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
<b>Identified disability</b>	10	16	10	16	2555	18	10	100	10	100	2528	99	10	100	10	100	2526	99					10	100
<b>Current LEP</b>	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
<b>Economically disadvantaged</b>	35	56	35	56	5574	39	35	100	35	100	5528	99	35	100	35	100	5531	99					35	100
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	52	84	52	84	11042	78	52	84	52	84	11006	77							52	84	52	84	11127	78
Identified disability (PET/IEP)	1	2	1	2	396	4	1	2	1	2	404	4							1	2	1	2	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
<b>Participation with accommodations</b>	10	16	10	16	2974	21	10	16	10	16	3014	21							10	16	10	16	2845	20
Identified disability (PET/IEP)	9	90	9	90	1996	67	9	90	9	90	1986	66							9	90	9	90	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	1	10	1	10	766	26	1	10	1	10	801	27							1	10	1	10	710	25
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
<b>Non-participation – other</b>	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Jay School Department  
School: Jay Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	0	0	721	5
	2006-2007	2	4	2	4	702	5
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>659</b>	<b>5</b>
	Cum. Total*	3	2	3	2	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	22	46	21	44	7571	53
	2006-2007	26	52	26	52	7730	55
	<b>2007-2008</b>	<b>33</b>	<b>53</b>	<b>33</b>	<b>53</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	81	51	80	50	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	21	44	21	44	4343	30
	2006-2007	12	24	12	24	4182	30
	<b>2007-2008</b>	<b>18</b>	<b>29</b>	<b>18</b>	<b>29</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	51	32	51	32	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	5	10	6	13	1628	11
	2006-2007	10	20	10	20	1419	10
	<b>2007-2008</b>	<b>10</b>	<b>16</b>	<b>10</b>	<b>16</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	25	16	26	16	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.0	56.3	27.0	56.3	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	13.7	57.1	13.7	57.1	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.2	55.0	13.2	55.0	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: Jay School Department  
School: Jay Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	62	1	2	33	53	18	29	10	16	541	62	2	53	29	16	541	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	1										1						167	2	47	37	14	542
Caucasian/White	59	1	2	31	53	17	29	10	17	541	59	2	53	29	17	541	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	10	0	0	1	10	2	20	7	70	527	10	0	10	20	70	527	2392	0	26	42	31	536
No	52	1	2	32	62	16	31	3	6	544	52	2	62	31	6	544	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										0						319	1	36	34	29	537
No	62	1	2	33	53	18	29	10	16	541	62	2	53	29	16	541	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	35	1	3	13	37	15	43	6	17	539	35	3	37	43	17	539	5454	2	48	35	15	541
No	27	0	0	20	74	3	11	4	15	544	27	0	74	11	15	544	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	62	1	2	33	53	18	29	10	16	541	62	2	53	29	16	541	14011	5	58	27	10	545
<b>Gender</b>																						
Female	34	0	0	22	65	11	32	1	3	544	34	0	65	32	3	544	6766	7	62	24	8	546
Male	28	1	4	11	39	7	25	9	32	538	28	4	39	25	32	538	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1751	1	35	44	21	538
No	62	1	2	33	53	18	29	10	16	541	62	2	53	29	16	541	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	0										0						464	27	71	2	1	557
No	62	1	2	33	53	18	29	10	16	541	62	2	53	29	16	541	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Jay School Department  
 School: Jay Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	5 68 26 2	0 1 0 0	0 2 0 0	2 22 8 1	67 52 50 100	0 11 7 0	0 26 44 0	1 8 1 0	33 19 6 0	545 541 543 544	5 68 26 2	0 2 0 0	67 52 50 100	0 26 44 0	33 19 6 0	545 541 543 544	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	18 60 21 2	1 0 0 0	9 0 0 0	7 23 3 0	64 62 23 0	2 12 4 0	18 32 31 0	1 2 6 1	9 5 46 100	547 544 532 526	18 60 21 2	9 0 0 0	64 62 23 0	18 32 31 0	9 5 46 100	547 544 532 526	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	34 55 10 2	1 0 0 0	5 0 0 0	15 16 2 0	71 47 33 0	3 13 2 0	14 38 33 0	2 5 2 1	10 15 33 100	547 540 539 512	34 55 10 2	5 0 0 0	71 47 33 0	14 38 33 0	10 15 33 100	547 540 539 512	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	15 58 27	0 1 0	0 3 0	3 20 10	33 57 63	2 11 3	22 31 19	4 3 3	44 9 19	530 544 543	15 58 27	0 3 0	33 57 63	22 31 19	44 9 19	530 544 543	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	13 56 31	0 0 1	0 0 5	3 20 10	38 57 53	2 10 6	25 29 32	3 5 2	38 14 11	533 542 544	13 56 31	0 0 5	38 57 53	25 29 32	38 14 11	533 542 544	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	15 39 23 24	0 0 1 0	0 0 7 0	7 13 6 7	78 54 43 47	1 9 5 3	11 38 36 20	1 2 2 5	11 8 14 33	550 542 542 535	15 39 23 24	0 0 7 0	78 54 43 47	11 38 36 20	11 8 14 33	550 542 542 535	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	31 27 42	1 0 0	5 0 0	8 12 13	42 71 50	5 4 9	26 24 35	5 1 4	26 6 15	540 543 541	31 27 42	5 0 0	42 71 50	26 24 35	26 6 15	540 543 541	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
<b>Optional school/SAU question</b> A. B. C. D.	0 50 50 0	 0 0  	 0 0  	 0 2  	 0 100  	 2 0  	 100 0  	 0 0  	 0 0  	538 544  	 0 50 50 0	 0 0  	 0 100  	 100 0  	 0 0  	538 544  	    	    	    	    	    	    

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Jay School Department  
School: Jay Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	0	0	1415	10
	2006-2007	7	14	7	14	1711	12
	<b>2007-2008</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	10	6	10	6	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	11	22	11	22	6503	45
	2006-2007	17	34	17	34	6778	48
	<b>2007-2008</b>	<b>34</b>	<b>55</b>	<b>34</b>	<b>55</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	62	39	62	39	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	19	39	19	39	3945	28
	2006-2007	11	22	11	22	3884	28
	<b>2007-2008</b>	<b>14</b>	<b>23</b>	<b>14</b>	<b>23</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	44	27	44	27	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	19	39	19	39	2434	17
	2006-2007	15	30	15	30	1683	12
	<b>2007-2008</b>	<b>11</b>	<b>18</b>	<b>11</b>	<b>18</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	45	28	45	28	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.5	56.7	8.5	56.7	9.0	60.0
Cluster 2: Shape and Size	14	29	6.4	45.7	6.4	45.7	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.0	40.0	2.0	40.0	2.2	44.0
Cluster 4: Patterns	14	29	7.9	56.4	7.9	56.4	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Jay School Department  
 School: Jay Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	62	3	5	34	55	14	23	11	18	542	62	5	55	23	18	542	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	1										1						173	5	45	30	20	541
Caucasian/White	59	3	5	32	54	13	22	11	19	542	59	5	54	22	19	542	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	10	0	0	3	30	0	0	7	70	527	10	0	30	0	70	527	2390	2	29	34	35	534
No	52	3	6	31	60	14	27	4	8	545	52	6	60	27	8	545	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	62	3	5	34	55	14	23	11	18	542	62	5	55	23	18	542	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	35	1	3	19	54	9	26	6	17	541	35	3	54	26	17	541	5461	5	46	30	19	541
No	27	2	7	15	56	5	19	5	19	544	27	7	56	19	19	544	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	62	3	5	34	55	14	23	11	18	542	62	5	55	23	18	542	14015	12	52	24	13	546
<b>Gender</b>																						
Female	34	0	0	21	62	9	26	4	12	542	34	0	62	26	12	542	6767	11	51	24	13	546
Male	28	3	11	13	46	5	18	7	25	542	28	11	46	18	25	542	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1755	1	37	39	23	538
No	62	3	5	34	55	14	23	11	18	542	62	5	55	23	18	542	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						464	58	40	2	0	564
No	62	3	5	34	55	14	23	11	18	542	62	5	55	23	18	542	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Jay School Department  
 School: Jay Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	1	33	1	33	0	0	1	33	548	5	33	33	0	33	548	5	6	39	29	25	539
B. less than one hour	68	1	2	23	55	10	24	8	19	541	68	2	55	24	19	541	66	12	52	24	12	546
C. one to two hours	26	1	6	9	56	4	25	2	13	543	26	6	56	25	13	543	26	12	55	23	11	547
D. more than two hours	2	0	0	1	100	0	0	0	0	558	2	0	100	0	0	558	2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	38	2	9	18	78	2	9	1	4	551	38	9	78	9	4	551	38	16	56	19	8	549
B. They match some of what I have learned.	42	1	4	10	40	9	36	5	20	539	42	4	40	36	20	539	48	9	53	26	12	545
C. They match just a little of what I have learned.	13	0	0	3	38	2	25	3	38	533	13	0	38	25	38	533	10	6	37	32	24	539
D. There is no match.	7	0	0	1	25	1	25	2	50	527	7	0	25	25	50	527	3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	16	1	10	8	80	1	10	0	0	550	16	10	80	10	0	550	31	24	54	14	8	552
B. good	58	2	6	19	53	7	19	8	22	542	58	6	53	19	22	542	47	8	55	25	12	545
C. fair	19	0	0	6	50	4	33	2	17	537	19	0	50	33	17	537	19	2	43	35	20	539
D. poor	6	0	0	1	25	2	50	1	25	536	6	0	25	50	25	536	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	10	0	0	2	33	0	0	4	67	526	10	0	33	0	67	526	18	5	42	30	22	540
B. about the same as my regular schoolwork	65	3	8	23	59	8	21	5	13	545	65	8	59	21	13	545	66	11	55	23	11	547
C. easier than my regular schoolwork	25	0	0	8	53	6	40	1	7	542	25	0	53	40	7	542	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	27	0	0	11	65	3	18	3	18	542	27	0	65	18	18	542	21	10	48	26	16	544
B. two or three days a week	40	1	4	14	56	8	32	2	8	545	40	4	56	32	8	545	36	13	54	23	10	547
C. two or three times each month	23	2	14	5	36	2	14	5	36	537	23	14	36	14	36	537	27	12	54	23	11	547
D. never or almost never	10	0	0	4	67	1	17	1	17	540	10	0	67	17	17	540	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	8	0	0	2	40	0	0	3	60	525	8	0	40	0	60	525	7	12	44	25	19	543
B. two or three days a week	50	1	3	20	65	7	23	3	10	545	50	3	65	23	10	545	30	13	53	23	11	547
C. two or three times each month	29	1	6	10	56	4	22	3	17	544	29	6	56	22	17	544	34	12	54	23	10	547
D. never or almost never	13	1	13	2	25	3	38	2	25	539	13	13	25	38	25	539	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	11	0	0	3	43	3	43	1	14	539	11	0	43	43	14	539	7	7	40	25	28	539
B. 30–45 minutes	60	2	5	22	59	8	22	5	14	544	60	5	59	22	14	544	31	7	49	29	15	543
C. 45–60 minutes	24	1	7	8	53	2	13	4	27	538	24	7	53	13	27	538	40	12	55	23	10	547
D. more than 60 minutes	5	0	0	1	33	1	33	1	33	542	5	0	33	33	33	542	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	2	100	0	0	538	50	0	0	100	0	538						
C.	50	0	0	2	100	0	0	0	0	548	50	0	100	0	0	548						
D.	0										0											

# ELA-WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Jay School Department  
School: Jay Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 <b>0</b>	0 <b>0</b>	0 <b>0</b>	0 <b>0</b>	260 <b>46</b>	2 <b>0</b>
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	20 <b>18</b>	41 <b>29</b>	20 <b>18</b>	41 <b>29</b>	7844 <b>6041</b>	56 <b>43</b>
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	22 <b>41</b>	45 <b>66</b>	22 <b>41</b>	45 <b>66</b>	5365 <b>7330</b>	38 <b>52</b>
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	7 <b>3</b>	14 <b>5</b>	7 <b>3</b>	14 <b>5</b>	524 <b>555</b>	4 <b>4</b>

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	<b>20</b>	<b>100</b>	10.0	50.0	10.0	50.0	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	<b>12</b>	<b>60</b>	5.1	42.5	5.1	42.5	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	<b>8</b>	<b>40</b>	4.8	60.0	4.8	60.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Jay School Department  
 School: Jay Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	62	0	0	18	29	41	66	3	5	535	62	0	29	66	5	535	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	1										1						170	0	29	62	9	535
Caucasian/White	59	0	0	16	27	40	68	3	5	535	59	0	27	68	5	535	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	10	0	0	0	0	7	70	3	30	524	10	0	0	70	30	524	2372	0	12	72	16	529
No	52	0	0	18	35	34	65	0	0	537	52	0	35	65	0	537	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	62	0	0	18	29	41	66	3	5	535	62	0	29	66	5	535	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	35	0	0	10	29	23	66	2	6	534	35	0	29	66	6	534	5435	0	32	61	7	535
No	27	0	0	8	30	18	67	1	4	536	27	0	30	67	4	536	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	62	0	0	18	29	41	66	3	5	535	62	0	29	66	5	535	13967	0	43	52	4	538
<b>Gender</b>																						
Female	34	0	0	15	44	19	56	0	0	538	34	0	44	56	0	538	6750	1	55	43	2	540
Male	28	0	0	3	11	22	79	3	11	531	28	0	11	79	11	531	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1745	0	26	69	5	534
No	62	0	0	18	29	41	66	3	5	535	62	0	29	66	5	535	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										0						464	2	74	23	0	545
No	62	0	0	18	29	41	66	3	5	535	62	0	29	66	5	535	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Jay School Department  
 School: Jay Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	0	0	3	100	0	0	537	5	0	0	100	0	537	5	0	29	57	14	533
B. less than one hour	68	0	0	12	29	27	64	3	7	535	68	0	29	64	7	535	66	0	44	52	3	538
C. one to two hours	26	0	0	5	31	11	69	0	0	535	26	0	31	69	0	535	26	0	45	52	3	538
D. more than two hours	2	0	0	1	100	0	0	0	0	548	2	0	100	0	0	548	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	44	0	0	8	30	19	70	0	0	537	44	0	30	70	0	537	25	1	54	42	3	540
B. good	31	0	0	7	37	12	63	0	0	537	31	0	37	63	0	537	50	0	46	51	3	538
C. fair	26	0	0	3	19	10	63	3	19	531	26	0	19	63	19	531	22	0	29	65	6	535
D. poor	0										0						3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	9	0	0	2	40	2	40	1	20	533	9	0	40	40	20	533	14	0	33	56	10	535
B. about that same as my regular schoolwork	62	0	0	13	36	22	61	1	3	537	62	0	36	61	3	537	65	0	45	52	3	538
C. easier than my regular schoolwork	29	0	0	3	18	13	76	1	6	533	29	0	18	76	6	533	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	1	50	1	50	0	0	537	50	0	50	50	0	537						
C.	50	0	0	0	0	2	100	0	0	536	50	0	0	100	0	536						
D.	0										0											